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ABSTRACT

Reviewed in the second continuation request report for a Title III grant are 2-year activities and third year needs of the Model Early Childhood Learning Program (MECLP) involving 437 disadvantaged prekindergarten and kindergarten children in 10 classes (five schools) in Baltimore. Program goals are given to be achieved by students in reading ability, number facility, language development and use of abstract and academic symbols. Results given for first year evaluation (1970-1971) include a mean gain of 16.06 IQ points on the Stanford-Binet Intelligence Test (SBIT), and an average rate of accomplishment on an individualized basis of 177 of 269 objectives in nine categories of concept formation. Discussed for the second program year (1971-1972) are emphasis on cognitive objectives, individual instruction, and independently developed curriculum use of professional and nonprofessional staff (parents) and inclusion of 5-year-old children. Given for year 2 are results such as a mean gain of 8.36 IQ points (on the SBIT). The following are discussed among program aspects: speech therapy, parental participation such as substituting for teachers, (only 2 parents did not participate), medical examinations that identified 118 defects, training of parents who planned and operated a summer program in 1972, cooperation of 25 agencies, and training of teachers for additional preschool classes in Baltimore. Stated among projected needs are continuation of present program components, inclusion of more children and more staff such as a music teacher, and renovation of school facilities. Included are a statistical report, tables showing test results, and letters. (MC)

ED 089526

U.S. DEPARTMENT OF HEALTH,
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EC06494

Model Early Childhood Learning Program
Baltimore City Public Schools
E. S. E. A. Title III
1330 Laurens Street
Baltimore, Maryland 21217

REQUEST FOR CONTINUATION

THE MODEL EARLY CHILDHOOD LEARNING PROGRAM

AN EXEMPLARY PROJECT IN THE
BALTIMORE CITY PUBLIC SCHOOLS

Title III application for second
Continuation Grant -
September 1972 - August 1973

BOARD OF EDUCATION OF BALTIMORE, MARYLAND

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

SPECIAL PROGRAMS AND PROJECTS
(Title III, Sec. 306, ESEA)
Application for Continuation Grant

Title: Model Early Childhood Learning Program

Submitted By: Board of Education, City of Baltimore

Address: 3 East 25th Street, Baltimore, Maryland 21

Submitted To: Director
Division of Plans and Supplementary Center
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Date Submitted: August, 1972

(Signature of Authorized Representative)

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Educational Pacesetter Award

Presented to

Model Early Childhood Learning Program

in recognition for contributions to experimentation, creativity, and innovation in education by the members of the President's National Advisory Council on Supplementary Centers and Services on the 4th day of

April, 1972



Donald S. Salomonson
Chairman

Donald J. Klingbeke
Executive Secretary

PART I

STATISTICAL REPORT

NARRATIVE AND STATISTICAL EVALUATION

OF

THE MODEL EARLY CHILDHOOD LEARNING PROGRAM

September, 1971 - June, 1972

MARYLAND STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
301 WEST PRESTON STREET, BALTIMORE 1

ESEA III 30-1
Rev. 6/69

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR STATE USE ONLY →	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)		IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OR ASSIGNED PROJECT NUMBER 20-71-0115-0
A ☐ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION	B ☒ APPLICATION FOR CONTINUATION GRANT C ☐ END OF BUDGET PERIOD REPORT	
2. MAJOR DESCRIPTION OF PROJECT: (Check one only)	4. TYPE(S) OF ACTIVITY (Check one or more)	
A ☐ INNOVATIVE C ☐ ADAPTIVE	A ☐ PLANNING OF PROGRAM C ☐ CONDUCTING PILOT ACTIVITIES E ☐ CONSTRUCTING	
B ☒ EXEMPLARY	D ☐ PLANNING OF CONSTRUCTION F ☒ OPERATING PROGRAM G ☐ REMODELING	
3. PROJECT TITLE (3 Words or Less)		

Model Early Childhood Learning Program

5. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)

7. NAME OF APPLICANT (Local Education Agency) Department of Education, Baltimore City Public Schools		8. ADDRESS (Number, Street, City, State, Zip Code) 3 East 25th Street Baltimore, Maryland 21218		9. EM NUMBER
3. NAME OF COUNTY		10. CONGRESSIONAL DISTRICT		
11. NAME OF PROJECT DIRECTOR Alice Pinderhughes Betty Showell		12. ADDRESS (Number, Street, City, State, Zip Code) School #112 Annex 1330 N. Laurens Street		13. PHONE NUMBER HO 7-4000 Ext. 584 AREA CODE 301
14. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT (Please type) Dr. Roland Patterson		15. ADDRESS (Number, Street, City, State, Zip Code) 3 East 25th Street		16. PHONE NUMBER HO 7-4000 Ext. 810 AREA CODE 301
17. POSITION OR TITLE Superintendent of Public Instruction				
18. SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT				19. DATE SUBMITTED

SECTION A - Continued		17A. TOTAL NUMBER OF COUNTIES SERVED		18. LATEST AVERAGE PER PUPIL ADE EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED	
16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED		B. TOTAL NUMBER OF LEA'S SERVED		\$ 796 (FY 1970)	
		C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED			

SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from Item 2c below)

	PREVIOUS DE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A. Initial Application or Resubmission		9/1/70	8/31/71	\$ 627,688
B. Application for First Continuation Grant		9/1/71	8/31/72	\$ 1,018,414
C. Application for Second Continuation Grant		9/1/72	8/31/73	\$
D. Total Title III Funds				\$
E. End of Budget Period Report				

2. Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A. Type of function (Check applicable boxes)		
1 ☐ REMODELING OF FACILITIES	2 ☐ LEASING OF FACILITIES	3 ☐ ACQUISITION OF FACILITIES
4 ☐ CONSTRUCTION OF FACILITIES	5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT	
B. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
		\$

SECTION C - SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

		PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A. School Enrollment in Geographic Area Served	(1) Public	1,150	13,934	104,097	75,053			192,826	
	(2) Non-public							38,553	
B. Persons Served by Project	(1) Public	253	184					437	
	(2) Non-public								
	(3) Not Enrolled								
C. Additional Persons Needing Service	(1) Public								
	(2) Non-public								
	(3) Not Enrolled								
2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)	WHITE								
	NEGRO								
	AMERICAN INDIAN								
	OTHER NON-WHITE								
	TOTAL								
	Predominately								

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	0	0	100%		

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL		REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
		FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A.	ADMINISTRATION/SUPERVISION	6			1		
B.	TEACHER:						
(1)	PRE-KINDERGARTEN	5					
(2)	KINDERGARTEN	6					
(3)	GRADES 1-6	7			2		
(4)	GRADES 7-12						
(5)	OTHER	2			1		
C.	PUPIL PERSONNEL SERVICES						
D.	OTHER PROFESSIONAL	1				1	
E.	ALL NON-PROFESSIONAL	40					
F.	FOR ALL CONSULTANTS PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED 0			(2.) TOTAL CALENDAR DAYS RETAINED 0		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL		REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
		FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A.	ADMINISTRATION/SUPERVISION						
B.	TEACHER:						
(1)	PRE-KINDERGARTEN						
(2)	KINDERGARTEN						
(3)	GRADES 1 TO 6						
(4)	GRADES 7-12						
(5)	OTHER						
C.	PUPIL PERSONNEL SERVICES		1				
D.	OTHER PROFESSIONAL	4					
E.	ALL NON-PROFESSIONAL	21					
F.	FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS	(1.) TOTAL NUMBER RETAINED			(2.) TOTAL CALENDAR DAYS RETAINED		

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	EST
	PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1. EVALUATIVE PROGRAMS								
A Deficiency Survey (Area Needs)								
B Curriculum Requirements Study (Including Planning for Future Need)								
C Resource Availability and Utilization Studies								
2. INSTRUCTION AND/OR ENRICHMENT								
A Arts (Music, Theater, Graphics, Etc.)	253	184						
B Foreign Languages								
C Language Arts (English Improvement)	253	184						
D Remedial Reading								
E Mathematics	253	184						
F Science	253	184						
G Social Studies/Humanities	253	184						
H Physical Fitness/Recreation	253	184						
I Vocational/Industrial Arts								
J Special-Physically Handicapped								
K Special-Mentally Retarded								
L Special-Disturbed (Incl. Delinquent)								
M Special-Dropout								
N Special-Minority Groups	253	184						
3. INSTRUCTION ADDENDA								
A Educational TV/Radio								
B Audio-Visual Aids	253	184						
C Demonstration/Learning Centers	253	184						
D Library Facilities	253	184						
E Material and/or Service Centers	253	184						
F Data Processing	253	184						
4. PERSONAL SERVICES								
A Medical/Dental	253	184						
B Social/Psychological								
5. OTHER								
Initial Reading	253	184						

Proclamation

BY

MAYOR WILLIAM DONALD SCHAEFER

DESIGNATING MAY 1 THROUGH MAY 5, 1972

AS

"MODEL EARLY CHILDHOOD LEARNING PROGRAM WEEK"

IN BALTIMORE

WHEREAS, a critical need exists for the development of programs which develop basic skills, foster curiosity and maintain the desire to learn among our children; and

WHEREAS, the Model Early Childhood Learning Program has resulted in outstanding gains for the children of Baltimore, thereby, providing a great benefit to the city; and

WHEREAS, the Model Early Childhood Learning Program, now in its 2nd year as an innovation, individualized program designed to promote self esteem and competence in learning, has proven its effectiveness in meeting these critical needs and has been given a federal citation for outstanding achievement.

NOW, THEREFORE, I, WILLIAM DONALD SCHAEFER, MAYOR OF THE CITY OF BALTIMORE, do hereby proclaim May 1 through May 5, 1972, as "MODEL EARLY CHILDHOOD LEARNING PROGRAM WEEK" IN BALTIMORE, in recognition of the contribution of its staff to Early Childhood Education.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the City of Baltimore to be affixed this nineteenth day of April, in the year of Our Lord, one thousand nine hundred and seventy-two.



William Donald Schaefer
Mayor

PART II

PROGRESS AND ACTIVITY REPORT

PART II APPLICATION FOR CONTINUATION GRANT
PROGRESS AND ACTIVITY REPORT

Elementary and Secondary Education Act of 1965²

Title III, P. L. 89-10, as amended

Board of Education, City of Baltimore, 3 East 25th Street,
Baltimore, Maryland, 21218 - 30-71-0115-0, Maryland,
September 1, 1972 - August 31, 1973

APPLICATION FOR CONTINUATION GRANT

PART II

PROGRESS AND ACTIVITY REPORT

Elementary and Secondary Education Act of 1965,
Title III, P. L. 89-10, as amended

Instructions - Identify this project by the following:
Name and Address of Agency, Project Number, Grant Number,
State, and Budget Period (month, day, year).

1. Discuss the effect of the project on the clientele up to this point by briefly stating the major objectives of the project and the techniques used in evaluating the extent to which these objectives were achieved.
2. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations and give reasons for the outcome.
3. Report the effect of the project up to this point on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.
4. Report the effect of the project on the cooperating agencies by (1) listing all the community agencies that cooperated in the project; and (2) discussing the results of such cooperation.
5. Explain any changes in the project objectives or procedure since the beginning of the funding period.
6. Give quantitative and qualitative information on the effectiveness of the project as a demonstration using the following outline:
 - A. Indicate whether the project in part or in whole will be continued after the termination of federal funding.
 - B. Give major reasons why the project will or will not be continued.
 - C. List the school districts in your state or outside your state that have adopted your project or elements of your project.

7. Briefly discuss the projected activities for the next budget period using the following outline:

- A. Describe the additional educational needs to be met with the proposed program.
- B. Describe in detail the additional objectives of the proposed program as related to the needs described above.
- C. State in sequence the activities to be carried out in achieving these objectives.
- D. Describe the method and procedures for evaluating these objectives.

8. List costs for budget period this narrative report covers:

\$ _____	Total cost.
\$ _____	Total non-federal support
\$ _____	Total federal support under Title III, P. L. 89-10.
\$ _____	Total federal support other than Title III, P. L. 89-10.

BASIC OBJECTIVES

1. Discuss the effect of the project on the clientele up to this point by briefly stating the major objectives of the project and the techniques used to evaluate the extent to which these objectives were achieved.

The basic objective of the Model Early Childhood Learning Program is to improve significantly the quality of instruction for disadvantaged children so that each child will acquire the skills necessary to insure academic success.

The basic objectives, as well as the specific instructional objectives, were formulated in the MECLP Planning Grant, and have not been changed.

The following broad-based instructional objectives establish the foundation for all program planning and evaluation in the Model Early Childhood Learning Program.

OBJECTIVE I

To raise the level of reading achievement of disadvantaged children as measured by:

- A. Mastery of instructional objectives.

- B. Higher pupil achievement on standardized tests than the achievement of comparable pupils not in program.

OBJECTIVE II

To increase the number facility of disadvantaged children as measured by:

- A. Mastery of instructional objectives.
- B. Higher pupil achievement on standardized tests than the achievement of comparable pupils not in program.

OBJECTIVE III

To improve language development as measured by:

- A. Mastery of instructional objectives.
- B. Higher pupil achievement on standardized tests than the achievement of comparable pupils not in program.

OBJECTIVE IV

To demonstrate increased ability in using abstract and academic symbols as measured by:

- A. Mastery of instructional objectives.
- B. Higher pupil achievement on standard measures of intelligence tests than the achievement of comparable pupils not in program.

The evaluation of the instructional objectives was contracted to Dr. Louis DiLorenzo and his staff of Educational Studies and Evaluation Associates, Inc. (E.S.E.A.). The Stanford Binet Intelligence Test and Peabody Picture Tests were administered on a pre-test basis to all students in the program during the early part of October, 1971.¹ From June 12th to 16th alternate forms of these tests were given as post-tests. An additional test, the Metropolitan Readiness Tests, was administered to the five year olds. Two Interim Reports were produced during the current school year, 1971-72, reviewing the results of curriculum tests and analyzing observers' reports.² Dr. DiLorenzo's evaluation report on the second year of operation of MECLP will be published by August, 1972. Excerpts from first and second year evaluations are included in the report. The first year evaluation report is available at the MECLP office.

¹ Louis DiLorenzo, Model Early Childhood Learning Program, Evaluation Report, 1970-71, September, 1971, Educational Studies and Evaluation Associates, Inc.

² DiLorenzo, Model Early Childhood Learning Program, Analysis of Observers' Report, April, 1972, and Curriculum Embedded Test Results, April, 1972.

Implementation of the non-instructional components of the program along with other supportive services have been evaluated by Paul A. Davalli, Research Associate in the Division of Research and Development of the Baltimore City Public Schools.¹ Included in this grant are excerpts from that report.

¹Paul A. Davalli, Evaluation of Title III Model Early Childhood Learning Program, July, 1971.

EXCERPTS FROM THE FIRST YEAR EVALUATION OF THE MODEL
EARLY CHILDHOOD LEARNING PROGRAM - ESEA, INC.,
DR. LOUIS DILORENZO

1. Children's Test Results

Preschool programs were instituted in recognition that the educationally disadvantaged child already bore the marks of deprivation when first entering formal schooling. The most significant of these marks was a lower aptitude or readiness for reading and other academic achievement, as measured by I.Q. The latter having the highest predictive power of later reading achievement. As with most studies in this area, the Stanford-Binet Intelligence Test was employed to measure any change in I.Q. scores produced by the MECLP. The children were pre-tested in August, 1970, and randomly assigned to the MECLP or the control group. Early Admissions children were also tested but were not randomly assigned since both programs were operated in different neighborhood schools. However, all schools and children met city-wide criteria for disadvantaged designation.

All children were post-tested on the Stanford-Binet in June, 1971. A team of eight program-independent examiners were rotated among the final MECLP schools, the teachers and the control children. The identity of the child's group generally not known by the examiner. The results of the testing are reported in Table I.

Table I

Pre, Post, and Mean IQ Changes on

Stanford-Binet Intelligence Test Program for 4-yr. Olds

<u>Group</u>	<u>N</u>	<u>Pretest Mean</u>	<u>Post-Test Mean</u>	<u>Mean Change</u>
MECLP	181	86.08	102.14	+16.06*
Early Admission	91	89.63	95.60	+ 5.97*
Control	38	87.63	84.39	- 3.24**

*Significant P = .01

**Significant P = .05

The mean I.Q. of the control children decreased by 3.24 points. This loss is statistically significant at the $P = .05$ level and is of the same magnitude of loss as reported for controls in other studies. It is this cumulative deprivation that is assumed to be taking place from birth and over the preschool years that results in below average I.Q. scores at school entrance.

The mean I.Q. of the Early Admissions children increased by 5.97 points. This also is a statistically significant improvement and is approximately as much growth as reported by many pre-kindergarten programs.

The mean I.Q. of the MECLP children increased from 86.06 to 102.14, a growth of 16.06 points. No preschool program with comparable numbers and children have produced an improvement of this size. Not only is this statistically significant ($P = .01$), but this amount of change represents a functional reclassification of these children from below average to average. The difference between the growth by MECLP and Early Admissions children was not only statistically significant but represents almost three times as much improvement for MECLP.

The increase of 16.06 points on the average I.Q. exceeds the growth reported by every study during the last decade in which the Stanford-Binet was used to evaluate a preschool program for comparable numbers and children. In this evaluator's statewide study of preschool programs in New York State, the most effective of the eight programs compared in its best year of the three years studied, produced a mean increase on the Stanford-Binet of 10.69 point. While this represents almost twice the gain of the Early Admissions children, it is only two-thirds the gain made by the MECLP. The 10.96 point gain in I.Q. was also the result of a cognitively structured program.

This overall result of the MECLP on the I.Q. scores is phenomenal. However, past experience has consistently shown that upon careful scrutiny dramatic results as these do not hold up. One of the major tests that invariably discredit any generalization based on the overall result, is to analyze the internal consistency of the program effectiveness. This test was applied to these data by first comparing the MECLP results within the five schools to both control and Early Admissions. These results are reported in Table II.

Table II

Pre, Post and Mean IQ Changes on the
Stanford-Binet Intelligence Test by Program and School

<u>Program</u>	<u>N</u>	<u>Pre $\bar{X}$</u>	<u>Post $\bar{X}$</u>	<u>Change $\bar{X}$</u>
MECLP	181	86.08	102.14	+16.06*
School #11	37	89.97	101.30	+11.33*
School #74	38	86.66	99.32	+12.66*
School #112	38	85.68	96.08	+10.40*
School #225	38	84.66	105.55	+20.89*
School #238	30	82.83	110.10	+27.27*
Early Admissions	91	89.63	95.60	+ 5.97
Control	38	87.63	84.39	- 3.24

*Significantly higher than Early Admissions and Control $P =$

The mean growth in I.Q. in each of the five MECLP schools is statistically significant. Although this improvement varies considerably among the five schools, each of the five schools produced statistically significant favorable differences over both Early Admissions and the Control ($P = .01$). This consistency enables a greater degree of confidence to be placed in the conclusion regarding both the absolute and relative effectiveness of the MECLP.

Confidence in research and evaluation results are also a matter of degree, and while the consistency among these five schools is encouraging, the more rigorous and valid test of the results would utilize the teacher as a subunit of analysis rather than the school. Educational research reports are replete with findings which conclude program or method A being more effective than B, but contain with the study populations, teachers whose classes used method or program B and were significantly more successful than teachers classes using A. The generalized reactions to this prevalent situation is to lose confidence in the generalization about the relative effectiveness of these programs and methods and to attribute results solely to effective teachers regardless of method. The Corollary proposition being, if a program is truly effective it should be possible to demonstrate this over a range of expertise among teachers.

Table III contains the data used to apply the more rigorous test of consistency.

Table III

Pre, Post and Mean IQ Changes on the
Stanford-Binet Intelligence Test by
Program, School and Teacher for Four Year Olds

<u>Program</u>	<u>N</u>	<u>Pre $\bar{X}$</u>	<u>Post $\bar{X}$</u>	<u>Change $\bar{X}$</u>
MECLP	181	86.08	102.14	+16.06
School #11	37	89.97	101.30	+11.33
Miss Ford	37	89.97	101.30	+11.33*
School #74	38	86.66	99.32	+12.66
Mrs. Green	19	89.47	99.42	+ 9.95*
Mrs. Johns	19	83.84	99.21	+15.37*
School #112	38	85.68	96.08	+10.40
Mrs. Garrison	38	85.68	96.08	+10.40*
School #225	38	84.66	105.55	+20.89
Miss Cooper	18	83.67	104.67	+21.00*
Miss Pundt	20	85.55	106.35	+20.80*
School #238	30	82.83	110.10	+27.27
Mrs. Berry		84.71	107.41	+22.70*
Mrs. Joyner	13	80.38	113.62	+33.24*
Early Admission	91	89.63	95.60	+ 5.97
Control	38	87.63	84.39	- 3.24

*Significantly higher than Early Admission and Control
P = .01.

II. Cognitive Objectives Achieved

The design of the MECLP called for the main emphasis to be on cognitive development and learning. Five areas of cognition were selected from the many areas previously studied as the curricula areas most important to success in school:

- A. Concept formation
- B. Preceptual-motor skills
- C. Language skills
- D. Classification skills
- E. Reading comprehension readiness

Prior to the operation of the Program, the staff developed approximately 269 behavioral objectives under the area of Concept formation. These objectives were coded and grouped under nine categories: self, color, form, texture, size, material, number, space and movement. Individual "task boxes" for each objective were developed by the staff for most of the 269 objectives. The main thrust of MECLP was for the children to achieve these concept objectives through the use of the "task boxes" on an individual basis.

This section of the report is an evaluation of the MECLP's success in having the children achieve these cognitive objectives. While the objectives in the remaining four cognitive areas (Perceptual motor, Language skills, Classification skills and Reading comprehension readiness) are yet to be developed, they are intended to cover the age ranges from 3 to 7 and will be the basis of the MECLP as it expands. However, the evaluation proceeded on the assumption that the 269 objectives under Concept formation were intended to be completed by the four-year old.

With this understanding the first nine weeks of the Program's operation were evaluated in terms of the rate of instruction and achievement of the concept formation objectives (March, 1971 Report). Based on 160 days of school for 1970-71, it would require an average rate of 1.7 objectives completed each day by a child to complete the 269 objectives. For the first nine weeks of the Program (through December, 1970), the average rate was 1.1 objectives per day.

The rate of instruction for the 175 children varied widely from a low of .25 to a high of 2.1 objectives per day. The average rate of instruction also varied widely by classes from .49 to 1.88. The interim evaluation urged increasing the rate of instruction if the 269 were to be achieved.

This section is a follow-up of the interim evaluation. It covers the period from January 1, 1971 through April, 1971, or approximately 80 school days. During this time, the rate of instruction was 1.2 objectives per child per day (Table XII). This increase was still short of the rate necessary to complete all objectives. If the rate of instruction continued at 1.2 for the remaining months of May and June, the average instruction of objectives per child for the year would be about 177 or 62% of the 269. The difference in the rate of instruction by class, however, was not as varied.

The MECLP for three-year olds began in January and similar data were collected through April, 1971. The rate of instruction was .62 objectives per day. At this rate the average three-year old will have completed instruction 74 objectives through the end of June, 1971. As four-year olds in MECLP, they will need to complete just under 20 objectives or a 1.1 rate of instruction to achieve all 269 objectives.

It should be noted that the three-year olds completed instruction in the objectives at half the rate of the four-year olds (.62 versus 1.2), and slightly less than the rate of four-year olds in a one-half program (.62 versus .75). The four-year olds in a one-half day (2½ hours) program are completing instruction at slightly more than half the rate for the children in a whole-day program (5 hours) - .75 and 1.33, respectively.

Table XII

The Number and Average Rate of Instruction for the
Cognitive Objectives by School and Age

School and Age	Avg. No. of Days of Program Operation	No. of Objs. Compl.	No. of Children	Average No. of Objectives	
				Per Child	Per Child Per Day
#11 4-Yr. Olds	NO	DATA	RECEIVED		
#74 3-Yr. Olds	76	1266	22	57.5	.76
4-Yr. Olds	80	2972	38	78.2	.98
#112A 4-Yr. Olds	78	2386	41	58.2	.75
#225 3-Yr. Olds	78	643*	23	28	.36
4-Yr. Olds	77	3680	36	102.2	1.3
#238 3-Yr. Olds	74	1283	23	55.8	.75
4-Yr. Olds	77	4324	33	131.0	1.7
Totals 3-Yr. Olds	76	3192	68	46.94	.62
Totals 4-Yr. Olds	78	13362	148	90.28	1.2

*These objectives were tested and passed. It is anticipated that more were completed

While the average instruction of the concept objectives completed was 177 (62% of 269) per child, the range among children was highly significant. The top 8% of the children completed about five times as many objectives as did the bottom 8% (Table XIII). The marked range of objectives completed is clear evidence of the individualization of learning provided by the MECLP, specifically in the rate of learning variation.

Table XIII

Frequency, Percentage, and Cumulative Percentage
of Four Year Old Children Completing Objectives From
January through April, 1971

<u>No. of Objectives</u>	<u>No. of Children</u>	<u>% Completing Objectives</u>	<u>Cumulative % Completing Objectives</u>
170-179	1	0.7	100.0
160-169	8	5.4	99.3
150-159	3	2.0	93.9
140-149	8	5.4	91.9
130-139	5	3.4	86.5
120-129	6	4.0	83.1
110-119	22	14.9	79.1
100-109	14	9.5	64.2
90- 99	12	8.1	54.7
80- 89	12	8.1	46.6
70- 79	7	4.7	38.5
60- 69	13	8.8	33.8
50- 59	4	2.7	25.0
40- 49	10	6.8	22.3
30- 39	12	8.1	15.5
20- 29	8	5.4	7.9
10- 19	3	2.0	2.0
1- 9	0	0	0
Total	148	100.0	

the range of objectives for the three-year olds is also large. The top 6% completed almost four times as many objectives as did the bottom 6% (Table XIV). However, the spread for the four-year olds was considerably more individualized than for the three-year olds. Fifty-nine percent of the three-year olds fell within a range of 50 objectives (20-69) while fifty-four percent of the four-year olds fell within a range of 70 objectives. The difference in the standard deviations of the number of objectives completed between the three ($SD=22.9$) and four-year olds ($SD=40.9$) was statistically significant ($CR=5.1$, $P=.01$).

Table XIV

Frequency, Percentage, and Cumulative Percentage of
3-Year Old Children Completing Objectives

<u>No. of Objectives</u>	<u>No. of Children</u>	<u>% Completing Objectives</u>	<u>Cumulative % Completing Objectives</u>
140-149	0	0	
130-139	1	1.5	100.0
120-129	0	0	98.6
110-119	0	0	98.6
100-109	2	2.9	98.6
90-99	1	1.5	95.7
80-89	0	0	94.2
70-79	6	8.6	94.2
60-69	7	10.3	85.4
50-59	10	14.7	75.1
40-49	15	22.1	60.4
30-39	8	11.8	38.3
20-29	14	20.6	26.5
10-19	3	4.4	5.9
1- 9	1	1.5	1.5
Total	68	100.0	

EXCERPTS FROM THE SECOND YEAR EVALUATION OF THE
MODEL EARLY CHILDHOOD LEARNING PROGRAM - ESEA, INC.
DR. LOUIS DILORENZO

One of the ultimate goals of all special programs for the educationally disadvantaged is to be discontinued as soon as possible. Rephrased in the affirmative, the goal of these programs is for a generation of disadvantaged children to emerge as fully capable of sharing in the human pleasures and social comforts as those individuals from whom their disadvantage has set them apart. The children of this reformed generation will enter school without the need that the Model Early Childhood Learning Program (MECLP) is designed to meet. Thus, ironically, the final criterion of the success of special programs for the educationally disadvantaged, to which MECLP must contribute, is, in T.V. parlance, "to self-destruct".

In the original Title III Proposal submitted in April, 1970, the need for the MECLP was stated as follows:

A sizable number of our youth are not acquiring the basic skills necessary to function in today's society, particularly in view of rising social and economic expectations for both individuals and groups. Therefore, a critical need exists to help youth acquire and use basic skills.

This statement of need was supported and substantiated by test data from the five participant schools. The data showed the children in these schools averaging one to two years below urban norms of achievement. This evaluation, in part, will compare the comparable data for these five schools to determine whether children who have participated in MECLP still average one to two years below norms.

The May, 1969 test data, submitted as evidence of need, were results achieved despite six years (1962) of operation of the Early Admissions Program in the Baltimore City Schools. (Early Admissions had operated in three of the five MECLP schools.) By 1970, Early Admissions was an established program and MECLP was instituted as an experimental program. The underlying question of the relative efficacy of these programs in meeting the special need cited was to be resolved by also examining the comparable test data for the Early Admissions children.

Four key elements characterized the MECLP in 1970-71 and were noted in the final evaluation report. These were:

1. Emphasis on cognitive objectives as the major learning area necessary for the children to achieve academic success.
2. Individualized instruction (or learning) as the focal form by which the cognitive learning took place.
3. A unique and independently developed curriculum to be used to achieve these cognitive objectives.
4. A greater emphasis on the use of professional and non-professional staff for instructional purposes.

In 1971-72, the second year of the Program, apart from an expansion of the cognitive objectives (269 to 636) and a refinement of the curriculum, an additional age level (5) population of children were participants. Thus, children of three, four, and five years of age were enrolled. However, some of this year's four and five year olds had been in the Program during 1970-71 as three and four year olds. These two factors added a fifth element to MECLP in 1971-72, namely, the instructional program was operated to provide continuous learning, basing a child's learning on where he was rather than what his age was. The latter also resulted in a more sophisticated process of continuous evaluation. Plans for 1972-73 call for at least one new element in the utilization of computer technology for both the instructional and management processes.

Organization of Report

This is the ninth in a series and the final evaluation report. The earlier reports were:

Analysis of Pretesting	January 1972
Cognitive Objective Tests	February 1972
Analysis of Curriculum Embedded Testing	March 1972
Analysis of Observers' Reports	March 1972
Analysis of Observers' Reports	April 1972
Analysis of Observers' Reports	May 1972
Analysis of Q-Sort	May 1972
Cognitive Objectives Test	June 1972

The report is divided into seven sections; each of the first five sections deals with the analysis of the results with one of the tests administered. The sixth section compares results of half and whole-day classes. The last section is an analysis of the rate of instruction and learning of the cognitive objects.

I. Results with the Stanford-Binet Intelligence Scale

Individualized intelligence tests have empirically been demonstrated to be one of the best indicators of later school achievement for pre-school and primary grade children. The Stanford-Binet Intelligence Scale was administered to the four year olds at the beginning of this school year and again at the end of the year. The change in a child's score was a measure of the Program's ability to enhance his cognitive capacity. In the first year of MECLP, 1970-71, the results achieved by the four year olds on the Stanford-Binet Intelligence Scale were phenomenal in the annals of empirical studies of IQ changes. Upon analysis of the pretesting data for 1971-72, this evaluator noted (January 1972 Report, pp. 2-3) that a similar gain of 16 points was highly unlikely. The major reason for predicting non-replication of this magnitude was the fact that the average pretest score was eight points higher this year than it was in 1970-71. Nevertheless, the findings, reported in Table I, must again be judged as favorable and rewarding.

Table I

Pretest, Post Test, and Mean IQ Changes
on the Stanford-Binet Intelligence Scale
for Four Year Olds by Year

<u>Program and Year</u>	<u>N</u>	<u>Stanford-Binet Intelligence Scale</u>		
		<u>Pretest Mean</u>	<u>Post Test Mean</u>	<u>Mean Change</u>
MECLP 1971-72	151	94.38	102.74	+ 8.36*
MECLP 1970-71	181	86.08	102.14	+16.06*
Early Admissions 1970-71	91	89.63	95.60	+ 5.97*
Control 1970-71	38	87.63	84.39	- 3.24**

*Significant, P = .01

**Significant, P = .05

The children made an average gain of 8.36 IQ points which was statistically significant. (Twenty-eight children made individual gains of over 20 points.)

The final average IQ score of 102.74 was higher than any group achieved last year.

The mean change of 8.36 made this year was significantly higher than the change made by Early Admissions ($P = .05$) and Control ($P = .01$) children in 1970-71.

The pretest mean score for the four year olds was 94.38. This score, significantly higher than the 86.08 for 1970-71, was attributable to the fact that almost half of the four year olds had been in the MECLP as three year olds. Having benefited from the Program as three year olds, they increased their IQ scores, which they demonstrated on the pretesting results in Table II. Furthermore, since the most needy children had been selected as three year olds for the Program in 1970-71, those less needy three year olds also scored higher as four year olds this year on the pretesting. However, both groups made significant gains in IQ.

Special note should be made regarding the results for the four year olds who were in MECLP as three year olds. One of the most disturbing findings which has repeated itself with almost all preschool programs studied has been the phenomenon of regression. While these programs produced IQ gains the first few months or year, the children invariably lost some or most of this gain during the second year. Contrary to these findings, this year's four year old group again made a significant IQ gain after also having made a significant gain as three year olds. Regression did not take place.

Table II

Pretest, Post Test, and Mean IQ Changes
on the Stanford-Binet Intelligence Scale for
Four Year Olds Who Were and Were Not in MECLP
as Three Year Olds in 1970-71

Group	N	Stanford-Binet Int. Scale		
		Pretest Mean	Post Test Mean	Mean Change
Were in MECLP as 3 yr. olds	65	97.32	104.35	7.03*
Were Not in MECLP as 3 yr. olds	86	91.69	100.81	9.12*

*Significant, $P = .01$

The data were analyzed by class, as in the 1970-71 Final Evaluation, testing for consistency. The variation in the mean change by class this year (Table III) was of the same magnitude as for 1970-71, 22.19 points versus 23.29 points. However, whereas all classes in 1970-71 had made gains in mean IQs, one of the ten classes this year showed a loss in mean IQ (class code 8). On the interim evaluation report, Curriculum Embedded Test Results, April, 1972, this class ranked 23rd out of 24 (Table XI, p. 15), and the teacher has elected not to remain in the MECLP in 1972-73.

Table III

Pretest, Post Test, and Mean IQ Changes
On the Stanford-Binet Intelligence Scale
for Four Year Olds by Class

Class Code*	N	Stanford-Binet Int. Scale		
		Pretest Mean	Post Test Mean	Mean Change
7	12	94.00	115.07	+21.07
24	13	89.04	104.09	+15.05
16	16	97.12	109.03	+11.91
21	23	97.08	106.14	+ 9.06
9	15	88.12	96.14	+ 8.02
10	14	91.09	99.08	+ 7.99
15	17	103.11	110.01	+ 7.10
3	11	87.00	91.02	+ 4.02
4	13	85.04	87.08	+ 2.04
8	17	99.14	98.02	- 1.12
Total	151	94.38	102.74	+ 8.36

*Code consistent with earlier reports

II. Results with Primary Mental Abilities Test

The five MECLP schools selected were by the usual criteria the most disadvantaged in the Baltimore City Public Schools. Housing, income, education of parents, and community services were also far below standard. It followed that the children in these schools would

reflect these conditions and perform below average on various facets of their mental abilities. In the April, 1970 Title III Planning Grant Proposal, test data on the Primary Mental Abilities Test (PMA) documented by school the below normal performance of their five year olds.

For evaluation purposes, the PMA was administered to MECLP five year olds in May, 1972. Most of these children had participated in MECLP for two years, as four and five year olds. These results are reported in Table IV.

Table IV

Comparison of Mean Raw Scores
on the Primary Mental Abilities Test
for Five Year Olds With and Without MECLP by School

School	Primary Mental Abilities Test									
	Verbal		Perceptual		Number		Spatial		Total	
	Meaning		Speed		Facility		Relations			
	1969*	1972**	1969	1972	1969	1972	1969	1972	1969	1972
# 11	31	34	15	20	12	17	12	15	70	86
# 74	36	32	14	19	14	16	9	16	73	83
#112	32	32	15	19	14	17	13	15	74	82
#225	31	36	14	19	10	18	10	16	64	89
#238	25	42	14	21	9	21	8	16	56	101
All Schools	31	36	14	20	12	18	10	16	67	89

*Tested May, 1969, before MECLP

**Tested May, 1972, on roll in MECLP

Of the 25 comparisons (schools X areas), the same schools with MECLP children surpassed themselves in 23 instances. Only on Verbal Meaning at school #74 did non-MECLP children score higher. On the total comparison (67 versus 89), making the safe assumption that 1969 test score variance was no larger than that in 1972, the MECLP higher performance was statistically significant ($P = .01$).

The Planning Proposal went on to show that the children in these schools were from one to one-half years or grade levels behind. The PMA data were again compared in terms of mental age and are reported in Table V.

Table V

Comparison of Mean Mental Ages
on the Primary Mental Abilities Test
for Five Year Olds With and Without MECLP by School

School	Primary Mental Abilities Test									
	Verbal		Perceptual		Number		Spatial		Total	
	Meaning		Speed		Facility		Relations			
	1969*	1972**	1969	1972	1969	1972	1969	1972	1969	1972
# 11	5-10	6- 2	6- 2	7- 0	5- 8	6- 6	5- 6	6- 0	5-10	6- 4
# 74	6- 4	6- 0	6- 0	6-10	6- 0	6- 4	4-10	6- 2	5-10	6- 4
#112	6- 0	6- 0	6- 2	6-10	6- 0	6- 6	5- 8	6- 0	6- 0	6- 2
#225	5-10	6- 4	6- 0	6-10	5- 6	6- 8	5- 2	6- 2	5- 6	6- 6
#238	5- 4	7- 4	6- 0	7- 2	5- 4	7- 2	4- 8	6- 2	5- 2	7- 0
All Schools	5-10	6- 4	6- 1	7- 0	5- 8	6- 8	5- 2	6- 2	5- 8	6- 6

*Tested May, 1969, before MECLP

**Tested May, 1972, on roll in MECLP

On 1 of the 25 comparisons (Verbal Meaning at school #238), the MECLP children scored two years higher than the children of the same age at the same school in 1969. For the total test, all areas, and for all five schools, the MECLP children scored 10 months higher than the children at these schools did in 1969. This total improvement, two months short of a full year, must be accepted as evidence that the MECLP is meeting its commitment and goal in eradicating the basic cognitive and intellectual needs of the children at these five schools.

Of greater significance than the MECLP children exceeding non-MECLP children by 10 months, is the finding that the former are above the norm. At the date of testing the average chronological age of the MECLP children was five years eleven months. Their total test performance was equivalent to a mental age norm of six years six months. In exceeding the norm by seven months, the average IQ of the group was 110.

Further analysis of the PMA results by class are reported in Table VI.

Table VI

Comparison of Mean Mental Ages
on the Primary Mental Abilities Test
for Five Year Olds in MECLP by Class

<u>Class Code</u>	<u>N</u>	<u>PMA Mean MA</u>
22	21	7-2
23	18	7-0
17	18	6-6
18	17	6-6
5	16	6-6
2	17	6-6
12	18	6-4
1	18	6-4
11	19	6-2
6	17	5-0
Total	179	6-6

Once again, while each of the 10 MECLP classes' total score exceeded the mental ability performance by the pre-MECLP classes, the range among the MECLP classes was considerable. A difference of fourteen months separated the class with teacher 6 from the class with teacher 22.

EXCERPTS FROM THE EVALUATION OF TITLE III MODEL EARLY
CHILDHOOD LEARNING PROGRAM, JULY, 1971, BALTIMORE CITY
PUBLIC SCHOOLS, BUREAU OF INSTRUCTIONAL RESEARCH

Speech component - A full-time speech therapist was assigned to Model Early Childhood Learning Program schools. She was to concentrate on problems related to speech improvement and provide therapeutic and correctional measures in individual and group sessions. The 1971-1972 report of the speech therapist showed that all children were screened for speech problems and defects were identified. See Table 1. It is significant to note that all defects were related to articulation. Therapy was provided for those MECLP pupils with identified speech problems while the children in need of additional supportive and/or medical services were referred to appropriate agencies.

For a successful, meaningful speech program, professional staff conferences were held throughout the year with the teachers, parent counselors, and the MECLP nurse to exchange information regarding individual children. Conferences with teachers enabled the speech therapist to keep them informed of the progress of children in therapy and to exchange methods by which they could help individual children establish new speech patterns in the classroom.

Parent participation - A major aspect of the Model Early Childhood Learning Program was that it emphasized parent involvement. Meaningful participation of parents at all grade levels was a vital component objective of the MECLP. Parent participation was measured by activities undertaken by parents throughout the school year. Parent counselors kept a month by month record of parent participation in terms of, 1) attendance at monthly group meetings, 2) attendance at Program Advisory Committee meetings, 3) helping out during the school breakfast routine, 4) helping out during the school lunch routine, 5) acting as a teacher substitute in the absence of the regular classroom teachers, 6) classroom observation, 7) classroom participation, 8) small group participation, 9) making materials for use in the classroom and for home reinforcement, 10) attendance at other staff conferences.

MECLP records show that of a total of 437 children, the parent of only two children did not participate.

Health component - The health component of the Model Early Childhood Learning Program included preventive care, early detection of defects, appropriate and prompt remedial action and sustained health supervision. The MECLP provided a diagnostic medical examination as well as follow-up treatment for each child enrolled in the program. The Baltimore City Health Department conducted these examinations and prepared the referrals for follow-up treatment. Through a series of conferences with the MECLP staff and Dr. John B. Saratisio, Director of the Bureau of School Hygiene, the medical services

for the pupils of the Model Early Childhood Learning Program were planned. A part-time nurse was assigned to MECLP schools to assist the Baltimore City Health Department and the MECLP staff in implementing the comprehensive medical care program.

The diagnostic medical examinations of Model Early Childhood Learning Program students included a complete physical and neurological evaluation, measurement of height, weight, and head circumference, a urine analysis, a tuberculin skin test, hearing and vision tests, and a battery of other tests including a microhematocrit. When defects were found, the students were referred through the Bureau of School Hygiene to specialty clinics of the University of Maryland Hospital and the Johns Hopkins Hospital. These services are underwritten by the MECLP funding to the Baltimore City Health Department.

The final report for MECLP health services for 1971-72, Baltimore City Public Schools, Bureau of Instructional Research on June 23, 1972, indicated the medical and follow-up services provided to pupils enrolled in the Model Early Childhood Learning Program. The report showed that while coverage was quite satisfactory in most phases of the examination, not all children received the complete diagnostic medical examination. Eight enrollees missed the microhematocrit test, ten were not screened for hearing, and sixteen were not screened for vision. See Table 2.

Interviews with the MECLP nurse revealed that her nursing responsibilities included the following activities, 1) administering parts of the diagnostic physical examination, 2) measuring each child's height, weight, and head circumference and also testing urine for albumin and sugar, 3) conferring with teachers and parent counselors about pupils' health, 4) meeting with parent groups to discuss preventive health measures. At times a child showing external signs of difficulty was referred to a particular clinic for remediation.

The report showed also that out of a total of 118 defects found, the greatest number (60) were diagnosed as ear, nose, or throat defects. Complete listings of the follow-up services completed and the defects found appear in Tables 2 and 3.

When an examining physician found a child with a physical abnormality, he informed the nurse of the abnormality, and she transmitted this information to the parents. The MECLP nurse stated that, since many parents did not have telephones, it was necessary to visit homes and inform the parents of the child's problem. On such occasions, the nurse was accompanied by a MECLP parent counselor. Parents then were told where their child should report for treatment and were encouraged

¹ Three children were not tested for vision because they were all undergoing treatment at a clinic.

to make an appointment as soon as possible. If at a later date the appointment was not made, the nurse set up the appointment for the child.

The nurse mentioned that only two MECLP children had been referred to a mental health clinic for psychological testing, out of the 430 children in the project.

1971-72 SPEECH IMPROVEMENT SERVICES FOR MECLP SCHOOLS

<u>School</u>	<u>Ages of Children</u>	<u>No. of Children Enrolled</u>	<u>No. of Children Examined</u>	<u>No. of Children with Defects</u>	<u>Severity of Defects Found</u>
# 11	4	40	40	3A	3 Mild
	5	34	34	1A	1 Sev.
# 74	4	39	39	6A	3 Mild
					2 Mod.
	5	32	32	4A	1 Sev.
					2 Mild
					2 Mod.
#112	4	40	40	4A	3 Mild
	5	37	37	2A	1 Mod.
					2 Mod.
#225	3	23	23	1A	1 Mod.
	4	41	41	3A	3 Mild
	5	35	35	4A	1 Mild
					2 Mod.
					1 Sev.
#238	3	24	24	2A	2 Mild
	4	46	46	5A	4 Mild
	5	40	40		1 Sev.

Key: Defects -

A = Articulation

L = Delayed Language

V = Voice

Severity -

Mild

Mod. = Moderate

Sev. = Severe

Source: Miss Gaylynn Krometis, MECLP Speech Therapist

Table 2

Final Report (May, 1972)
 Medical Services to Pupils Enrolled In
 Model Early Childhood Learning Program
 School Year 1971-72

	PUBLIC SCHOOLS WHERE CENTERS ARE LOCATED					TOTALS
	#225	#238	#74	#11	#112	5
Number of Children Enrolled	99	100	71	75	77	422
Physical Examinations:						
Number Examined	103	106	77	83	79	448*
Not Examined	0	0	0	1	0	1
Defects: Found	31	20	19	26	22	118
Corrected	9	4	3	6	7	29
Under Follow-up	7	7	2	3	3	19
Need No Follow-up	15	12	14	17	12	70
Measurement of Height, Weight, Head Circumference:						
Completed	103	106	77	84	79	449*
Not Completed	0	0	0	0	0	0
Urine Test for Albumin & Sugar:						
Tested	100	101	73	83	79	436*
Not Tested	0	0	0	0	0	0
Positive	0	0	0	1	0	1
Microhematocrits:						
Tested	96	110	71	80	77	436*
Not Tested	6	1	0	0	1	8
Below 30.5	2	2	0	3	2	9
30.5 to 34.5	16	27	22	30	29	124
34.5 and above	78	81	51	47	46	303
T.B. Skin Test:						
Completed	101	102	74	83	78	438*
Not Completed	0	0	0	0	0	0
Positive	0	0	0	0	0	0
Hearing Test:						
Tested	95	103	74	76	78	426*
Not Tested	3	4	1	0	2	10
Failed	1	1	1	1	2	6
Unable to Test	1	1	0	0	0	2

Table 2
(Continued)

	<u>PUBLIC SCHOOLS WHERE CENTERS ARE LOCATED</u>					<u>TOTALS</u>
	<u>#225</u>	<u>#238</u>	<u>#74</u>	<u>#11</u>	<u>#112</u>	<u>5</u>
Hearing Test (continued):						
Follow-up of Failures Completed	1	0	0	0	2	3
Follow-up of Failures Not Completed	0	1	1	1	0	3
Vision Screening:						
Tested	98	106	75	75	78	432*
Not Tested	6	7	0	1	2	16
Failed	4	10	6	7	5	32
Unable to Test	0	1	0	0	0	1
Follow-up of Failures Completed	4	5	4	2	1	16
Not Completed	0	5	2	5	4	16

Table 3

Defects Found by Physicians in Pupils
Enrolled in The Model Early Childhood Learning Program
During the School Year 1971-72

<u>Type of Defects</u>	<u>No. of Children</u>
Ear, Nose, Throat	60
Eye (Refraction, Strabismus, etc.)	4
Skin	3
Surgical Defects	26
Undernutrition	2
Heart Murmur	15
Obesity	1
Behavior Problems	4
Pulmonary System	1
Orthopedic	2
Congenital Defects	3
Total Defects Found	118
Total Number of Children Examined	448

Source: Baltimore City Public Schools

SUMMER SCHOOL, 1972

From July 5 through August 10, 1972, MECLP pupils attended school from 8:30 a.m. to 1:00 p.m. Monday through Thursday. Although the primary goals for summer school were the same as those for winter school, both the staffing and methodology were modifications of the original design. The unique staffing design for MECLP Summer Schools has significant implications for school systems pressured by budgetary limitations.

The major teaching responsible for each classroom was assumed by three para-professional staff members, two of whom were MECLP parents (parent-teacher), and one a regular aide during the MECLP winter session.

Parent-Teacher

1. Function of the position

Under the guidance of the teacher in charge and the coordinator, the parent-teacher was responsible for the development and implementation of an individualized cognitively oriented program based on the MECLP model and the regular MECLP instructional program.

2. Duties

- A. Wrote individualized prescriptions for each child.
- B. Maintained records of each child's progress in relation to the learning experiences that are developed in the center.
- C. Arranged a physical environment in keeping with the open space philosophy of the MECLP.
- D. Kept materials in readiness, in the appropriate places, and in working order.
- E. Assisted children in the development of appropriate management and study skills.
- F. Supervised and developed:
 1. self-selected learning activities
 2. small group learning activities
 3. trips
 4. outdoor play
 5. lunch time habits and conversation
 6. habits of personal hygiene

- G. Planned with the teacher in charge each day in order to understand and to be able to teach those understandings and skills inherent in the daily program.
- H. Taught daily small groups and individuals on the basis of their needs.
- I. Assessed pupil progress daily.

The parent-teacher was committed to spending one hour and a half daily planning with the team so that the individual needs of each child could be met the following day.

Program Assistants

The MECLP Program Assistants have succeeded in developing both the professional and para-professional staff to a high level of proficiency. Among the professional staff, the years of teaching experience, previous evaluations and academic training has been varied. Likewise, the para-professionals have skills that span many levels of ability. Staff growth is revealed by the following figures:

	<u>Professional Staff</u>				<u>Para-Prof. Staff</u>	
	<u>Total Teaching Staff</u>	<u>Teachers New to MECLP</u>	<u>Non-Tenured Teachers</u>	<u>Tenured Teachers</u>	<u>Total Teaching Assts.</u>	<u>New to MECLP Teaching Assts.</u>
1970-71	11	11	4	7	22	22
1971-72	18	12	8	10	36	14
1972-73	21	11	15	6	42	6

The MECLP Program Assistants (Senior Teachers) have been most effective where they have supported the concept of "teaching teams" and have been actively engaged in:

- A. Working regularly in assigned classrooms with children:
 - 1. testing
 - 2. tutoring
 - 3. teaching small groups
- B. Planning and implementing professional development sessions for:
 - 1. teachers
 - 2. para-professionals
 - 3. parents

- C. Holding individual and classroom team conferences to discuss needs and direction.
- D. Designing and making instructional materials for classroom use.
- E. Selecting and ordering material.
- F. Reviewing and analyzing class records.
- G. Writing lesson plans.
- H. Working in conjunction with parent counselors to develop a successful parent component.
- I. Acting as liason between teachers and administration.
- J. Translating theory and rationale into activities and programs.

The success of the model for Program Assistants in Model Early Childhood Project presents implications for new staffing patterns, role descriptions, and for budget reconciliations that include:

- A. Improving the educational attainment and achievement of children through individualization of instruction with a structured curriculum which allows for more precise measures of program effectiveness.
- B. Utilizing to a greater degree the expertise of lay leaders and non-professionals in staffing schools.
- C. Training teachers in MECLP methodology who will be diffused throughout the Baltimore City Public Schools thereby creating a cadre of "specialists in individualization and curriculum design for urban centers.
- D. Linking MECLP to the total Baltimore City School System by assisting interested schools in developing a meaningful curriculum based on the proficiencies of the children in that particular area.

2. Briefly describe project endeavors in which the anticipated results have exceeded expectations and those in which results have not measured up to expectations, and give reasons for the outcome.

The degree of achievement in the development of basic skills exceeded the expectations of the MECLP Staff. This was evidenced by evaluation results from the following tests: Stanford Binet, Peabody Picture Vocabulary, and Model Early Childhood Learning Program Curriculum Embedded Tests. These tests were administered by an outside evaluation firm, E.S.E.A., Inc.

Progress in the area of reading has also exceeded expectations. Teacher administered tests correlated with the Reading Comprehension Readiness Hierarchy have indicated that approximately 50% of the children in the five year group are now reading at a pre-prime through at least a second reader level.

The performance level of para-professionals exceeded expectations. As cited in Dr. DiLorenzo's interim report¹, teaching assistants spent 86% of their time working with children. The parent counselors spent

¹DiLorenzo, Model Early Childhood Learning Program, Analysis of Observers' Report, March, 1972, pp. 4-6.

91% of their classroom time working with individual or small groups of children. These para-professionals were observed performing the same activities as were teachers. Because of their specialized training, para-professionals were able to teach cognitive objectives using varied teaching techniques and materials.

The parent involvement component of the program surpassed expectations in the areas of acquisitions of skills by parents as well as the degree to which parents became involved.

Along with the children, parents acquired certain skills that previously were lacking. Also, parents were given opportunities for self-expression. This permitted valuable communication among individuals and groups for whom communication is not always easy. Parents were involved in:

Setting up and managing lunch routine

Observing in MECLP classroom

Tutoring, teaching small groups and working with individual children

Participating in teacher or parent initiated parent-teacher, parent-counselor conferences

Writing and revising the curriculum

Attending parent advisory sessions

Serving as parent per diem teachers

Additionally, parents engaged in dissemination activities such as:

Appearing on television and radio programs

Making presentations at school, colleges,
and community organizations

Participating in local and national meetings
(cf. Part III Dissemination)

It should be noted that parent involvement included the direct instruction of children by parents and was not limited to the usual ancillary functions commonly associated with many school programs.

3. Report the effect of the project up to this point on the educational institution or agency by discussing what you consider to be the greatest change resulting from the project.

Institutions or Agencies

MECLP, although in operation only two years, has made a definite impact upon existing educational institutions in the city, surrounding counties, and in other states.

As a result of visiting MECLP centers and consulting with staff, several educational systems programs and individuals have adopted or made plans to adopt facets of the project.

Baltimore City educators have initiated plans for involvement of all early childhood teachers in the city in the use of MECLP techniques and procedures. Among the features most often mentioned are:

1. individualization of instruction
2. sequencing of skills
3. behavior modification
4. parent involvement

Some teachers throughout the city have already added the use of skill boxes to their existing kindergarten programs. Other preschool programs which were not previously cognitively oriented have included in their program specific cognitive objectives and instructional procedures adapted from MECLP.

Parochial schools within the city have modified their summer sessions to include the use of sequential skill development.

The Charles County Board of Education has recently instituted a preschool program with emphasis on the intellectual attainment of young children. This preschool program has adopted from MECLP the practice of specifying objectives and sequencing these objectives into hierarchies for use by teachers. MECLP teachers served as consultants while the project was being designed and implemented.

Montgomery County is making similar efforts in sequencing auditory skills for use in a program with blind and partially blind preschool children. These teachers have visited MECLP centers and consulted with MECLP staff.

Noting the effectiveness of labelled containers for activities related to specific objectives, Carroll County has begun to use skill boxes as a follow-up to teacher-directed activities.

Requests for information concerning curriculum materials, project organization and design, staff training and specific teaching techniques have come from counties, cities, educational systems, colleges, foundations, research organizations, publishing houses and interested individuals from at least forty-six of the fifty states, U. S. territories and possessions and foreign countries.

Letters of request have come from:

- | | |
|---------------|----------------|
| 1. Alabama | 7. Colorado |
| 2. Alaska | 8. Connecticut |
| 3. Arizona | 9. Delaware |
| 4. California | 10. Florida |
| 5. Canada | 11. Germany |
| 6. Canal Zone | 12. Georgia |

- | | |
|-------------------|-----------------------|
| 13. Hawaii | 31. New Jersey |
| 14. Idaho | 32. New Mexico |
| 15. Illinois | 33. New York |
| 16. Indiana | 34. North Carolina |
| 17. Iowa | 35. Ohio |
| 18. Kansas | 36. Oregon |
| 19. Kentucky | 37. Pennsylvania |
| 20. Louisiana | 38. Rhode Island |
| 21. Maine | 39. South Carolina |
| 22. Maryland | 40. South Dakota |
| 23. Massachusetts | 41. Tennessee |
| 24. Michigan | 42. Texas |
| 25. Minnesota | 43. Utah |
| 26. Mississippi | 44. Virginia |
| 27. Missouri | 45. Washington |
| 28. Montana | 46. Washington, D. C. |
| 29. Nebraska | 47. West Virginia |
| 30. New Hampshire | 48. Wisconsin |

Interest in the innovativeness and uniqueness of the Model Early Childhood Learning Program is evidenced by the number of visitors to the project in two years. Over 1,000 community and professional individuals visited the project during the past two years. In addition to local residents who have visited the project, representatives from most of the Maryland counties, superintendents and supervisory personnel

from several major school systems, and visitors from foreign countries (Brazil, India and Korea) have visited the project and expressed an interest in various project components.

The MECLP has been reported widely:

1. In the January, 1971 issue of American Education, there appeared an article written by the project evaluator, Dr. Louis DiLorenzo, entitled, "Which Way for Pre-K, Wishes or Reality?", which discussed the organization and curricular content of the project at length. As a result of this article inquiries regarding the program organization and curriculum were received from over twenty-five major school systems across the nation.
2. Further dissemination has been made possible by utilizing other media. All of the major local newspapers have written feature articles about the project. These papers include The Morning Sun and The Evening Sun papers, The News American, and The Afro-American Newspaper.
3. Baltimore City Public Schools have recognized the program through several issues of its bi-monthly publication of the Staff Newsletter.

4. Local radio and television stations have generously given prime time through newscasts as well as special programs in which the MECLP story was graphically and dramatically told. One hour-long radio program was aired at two different times for greater dissemination.
5. The project director, Miss Betty Showell, and staff have made numerous presentations about the program to interested audiences of parents, civic, government and fraternal leaders and groups, professional organizations, and college students and personnel. Staff presentations have been made at the Baltimore Community College, Towson State College, Goucher College and University of Baltimore, Baltimore City Senior High Schools, local churches and Day Care Centers.
6. Major presentations have been made by the project director and staff at Yale University, at the Title III Advisory Council Conference and Public Meeting and at the Maryland State Association for Childhood Education Conference. The President's National Advisory Council in its Spring Meeting, Washington, D. C. Ed. Fair sponsored by U. S. Office of Education and held at a National meeting in Washington, D. C. As a result of these demonstrations, five hundred

- letters have been received from various states requesting information on the project.
7. The staff meets regularly with faculty groups, administrative, and supervisory personnel of the Baltimore City Public Schools. It has been instrumental in guiding and assisting many newly created or recently funded projects in Maryland and in other states. The Model Early Childhood Learning Program staff has worked very closely with several day care center staff to assist in developing curriculum materials suitable for preschool children.
 8. During summer of 1972, the MECLP will provide in-service training for its staff. Other interested teachers from Baltimore City, other counties, and parochial schools will participate in this professional development workshop.
 9. A 16 mm film is being produced for dissemination and staff training. The film will demonstrate the MECLP philosophy, techniques and procedures used in the program. It will be available by September, 1972.

Documentary Telecasts

Station: WBAL, Channel 11
Program: NORTH STAR
Hosts: Mrs. Janette Dates - Mr. Bob Cole
Date: July 9, 1972

Station: WMAR, Channel 2
 Program: THE WOMAN'S JOURNAL
 Host: Mrs. June Thorne
 Date: June 2, 1971
 June 1972

Station: WMAR, Channel 2
 Program: NEWSMAKER
 Host: Mr. George Collins
 Date: March 31, 1972

Station: WJZ, Channel 13
 Program: NEWS SPECIAL
 Host: M's Kay Montgomery
 Date: May 2, 1972

Station: WMPB, Channel 67
 Program: DOCUMENTARY
 Date: May 26, 1972
 May 28, 1972

Station: WMAR, Channel 2
 Program: NEWS SPECIAL WITH SENATOR CHARLES MATHIAS
 Date: May 19, 1972

Major Conference Presentations, 1971/72

Demonstration and Presentation - Maryland
 Corrective Reading Association, MSTA,
 Baltimore, Maryland

Presentation-Education Fair '72, U. S. Office
 of Education, May 30, 1972 through June 2, 1972,
 Washington, D. C.

Demonstration and Presentation, Title III,
 President's National Advisory Conference,
 April 3, 4, & 5, 1972, Washington, D. C.

Maryland State Department of Education and Early
 Childhood Seminar, June 26-30, 1972, Baltimore,
 Maryland

4. Report the effect of the project on the cooperating agencies by (1) listing all the community agencies that cooperated in the project, and (2) discussing the results of such cooperation.

The interaction between the project and community agencies is seen in the involvement of the following agencies who rendered services to MECLP children and/or their families this year:

- A. Baltimore City Department of Social Services - Units: Food Stamps Division, Aid to Families with Dependent Children, Assistance Payment Unit, Family and Children Services, Emergency Services, Park Circle Center, Homemaker Services, Special Services.
- B. Baltimore City Health Department Druid-Sinai District Office, Eastern Health Office, Southern Health Office, School Dental Service Well Baby Clinics, Hearing Clinic, Eye Clinic Orthopedic Clinic, Ears, Nose and Throat Clinic ESEA Eye Glasses Program.
- C. American Red Cross
- D. Saint Vincent De Paul Society of Baltimore
- E. Baltimore Department of Health, Division of Nutrition Education
- F. Cherry Hill Mental Hygiene Clinic
- G. Johns Hopkins Hospital

- H. South Baltimore General Hospital
- I. Maryland General Hospital
- J. University of Maryland Hospital
- K. Family and Childrens Society
- L. Community Action Agency
- M. Brown Memorial Church
- N. Housing and Community Development
- O. Baltimore City Police Department
- P. Samuel Kirk Community Center
- Q. Circuit Court - Juvenile Services
- R. Circuit Court - Probation Department
- S. Community Schools
- T. Ames Community Center
- U. University Hospital
- V. Private Physicians
- W. School Crossing Guards
- X. Baltimore Civic Center

As a direct result of MECLP cooperation with the above-listed health agencies, services and screening beyond that which the school health services were able to provide were made available to program children. Referral to these resources resulted in the following:

- follow-up treatment
- prescription eye glasses
- individual child and family mental health therapy
- corrective surgery

dental treatment and repair
preventive inoculations
psychological evaluations
evaluations for corrective hearing and
dental aids

All of these services strengthened the impact of school on the child by improving the irregular attendance of many children because of health reasons. Further, these agencies assisted in ameliorating those problems in the child's personal life which might have arrested the learning process.

5. Although project objectives are substantially unchanged, some procedures for reaching these goals have been modified.
 - A. With the addition of the five-year old level to the program, pre-reading and initial reading skills were included. The evaluation design was modified to include the Metropolitan Readiness Tests to assess student progress. The Primary Mental Abilities Test was added as part of the Baltimore City system evaluation of all five-year olds.
 - B. The parent counselors began conducting and directing instructional workshops for parents. At these sessions curriculum was interpreted and teaching methods developed to be used by parents at home for follow-up and parallel activities in order to reinforce skills learned in the

program centers. The schedule of the parent counselors was modified to provide a portion of time in the classrooms for complete familiarization with program curriculum and technique.

- C. Due to the success of workshops with parents, the summer sessions of the program will include staffing by parents as teacher aides. These parents will assist other MECLP para-professionals in the instruction of children during the summer session.
- D. Plans for mixed-age groups are projected for this coming school year. Groups of five and six-year olds will be combined into single classes in order to further support the individualized concept. Younger children will be able to get assistance from older children as well as project staff. Older children will reinforce their learnings through the practice provided while assisting the younger children.
- E. Continuous curriculum revision has been necessary in order to meet the individualized needs of children.
 - 1. Hierarchy structure was refined and expanded to provide for the developing skills of the children. Objectives were stated more specifically.
 - 2. Skill boxes which contain independent learning activities were refined and expanded to include

more levels of learning.

3. Small group and 1 to 1 lessons were revised.
4. Curriculum tests were changed in order to achieve:

Specificity of questioning and responses

Uniformity of testing materials

Identification of levels of testing

Decisions concerning revision of curriculum hierarchie and skill boxes materials were based on studies of the progress of the children and necessitated frequent conferences of the project staff.

6. Give quantitative and qualitative information on the effectiveness of the project as a demonstration using the following outlines: A. Indicate whether the project in part or in whole will be continued after the termination of federal funding; B. Give major reasons why the project will or will not be continued; and C. List the school dis in your state or outside your state that have adopted your project or elements of your project.

The Baltimore City School System has indicated interest in the MECLP as a means of training early childhood personnel interested in a definitive, cognitively orien instructional program.

The significant growth of MECLP children relative to the specific objectives of the program and their acquisition of cognitive skills at a rate exceeding expectations, provided measurable evidence at the success of the program. (See first year evaluation report summary, pp. 4, 5, 6, 7, 13) Additionally, on-site observations report the enthusiastic and very positive self concepts the children displayed in their learning tasks. (See visitors observation report forms)

The MECLP children have developed self-management skills which are unusual for three, four and five year olds. Each child assumes responsibility for managing his own learnings. He expresses this in his ability to do the following:

- A. Remain involved in a given task for increasingly extended periods of time.
- B. Discover and attend to relevant aspects of an activity or task.
- C. Complete one task before moving on to another.
- D. Choose appropriate procedures and responses to a given task.
- E. Continue working regardless of whether the reward is immediate, delayed, or non-existent.
- F. Work with other children on a task.

- G. Ask for help from other children or from the teacher.
- H. Assist others when requested or when he perceives the need to do so.
- I. Use the completion of the task itself as a reward.
- J. Develop self-confidence to the degree that he will try a new task.
- K. Continue working at a task even though difficulties are encountered.
- L. Compete with himself by trying to pass his own previously set standard.

The MECLP has succeeded in individualizing instruction and in introducing a unique approach to the acquisition of skills. (See first year Evaluation Report Summary, p. 18, 19, 20, 21, 22) (See second year Evaluation Report Summary, pp. 16-20) Each child is prescribed individual tasks predetermined by his previous day's work and his level of performance in that work. Inherent in each task are the following significant components: repeated opportunities for degrees of success; opportunities for various levels and types of conceptualization; opportunities for using a variety of media; opportunities for enlarging the child's vocabulary. The child is supported in succeeding in his tasks through an appropriate combination of the following: independent activities; one-to-one tutoring; small group instruction (3-4 per group); lesson extensions; self-selected activities. Each child's work is continuously evaluated by both himself and the teacher.

Based on teacher-made tests (formal and informal), teacher evaluations are designed to assess the degree to which each specific objective is being achieved. Each child's progress is carefully noted and recorded. Such individualization allows the children to attain basic skills needed for success in school.

Since the curriculum has been carefully structured other schools and school districts can adapt the MECLP curriculum. The curriculum includes the following elements: relevant subject matter content; sequential performance objectives; task box materials related to the objectives; associated test packets; closely correlated instruction techniques; learning activities extending beyond the classroom; self-selected activities; and "at home" activities developed by and for parents and the delimited area of responsibility for each member of the differentiated staff facilitate implementation of the staffing pattern and professional development aspects of MECLP.

This model curriculum can be easily modified thus avoiding the expense, and labor that are required for initiating a new program.

Staffing similar to that of MECLP may be found in other programs. However, MECLP has incorporated aspects of staffing that are not only innovative but also productive.

The staff for each classroom consists of the following:

Two Teaching Assistants (aides)

One Master Teacher

One Parent Counselor

Ancillary personnel for all five Model Early Childhood Learning Program schools includes:

Four Program Assistants

One Speech Therapist

Two Curriculum Development Teachers

One Parent Counselor Coordinator

One Research Associate

One Nurse

Total staff orientation involves a six-week summer training period where new teachers define and explore the existing curriculum while experienced teachers create and redesign content, material and methodology. A constant recycling of activities in the workshop allows the entire staff to develop skill in defining, designing and implementing all areas of the curriculum thereby enabling each individual to work as an effective member of the team. Each team member has responsibilities specifically assigned to his title. However, all staff personnel are responsible for:

Responding to pupil behavior

Organizing curricula activities and providing

means for the staff and pupil to implement them

Contributing additional ideas

Reacting to the needs and efforts of all the
staff and pupils

Evaluating the learning process and the learning
product of both the staff and the pupils

The extensive research and revision that caused the evolution of the staffing pattern of MECLP, make it easier for a school system to adopt the program with confidence in the expected results.

Daily involvement in activities at varying levels of skill provides parents with the know how to effectively participate in school activities and to extend these activities to the home and community. These activities are summarized in Question II. Approximately sixty-eight percent of the total number of MECLP parents participated in the program through the year 1970/71 as reported by Paul A. Davalli, Research Associate, p. 40 of Evaluation of Title III Model Early Childhood Learning Program, Baltimore City Public Schools. However, during 1971/72, eighty-three percent of all MECLP parents participated in the program.

7. Briefly discuss the projected activities for the next budget period using the following outline:

- A. Describe the additional educational needs to meet with the proposed program.

While the basic need for beginning MECLP will remain the same as stated in the original Proposal for Model Early Childhood Learning Center April 1, 1970, p. 1, the degree of success which the second and third year preschool children have achieved has dictated a re-examination of their needs. These second and third year children have developed exceptional skills in reading and mathematics. They have acquired:

A sight vocabulary that ranges from pre-primer

to second reader

Letter knowledge

Structural analysis skills

Skill in interpreting and analyzing information

An understanding of sets and set operation

Skill in counting

Skill in numeral recognition

Skill in associating numbers with numerals

Skill in solving simple equations

MECLP children have gained facility in language and increased skill in using abstract and academic symbols. This success has revealed the children's readiness for more advanced skill development at higher cognitive levels.

- B. Describe in detail the additional objectives of the proposed program as related to the needs above.

The broad instructional objectives as stated on p. 16 of the Proposal for a Model Early Childhood Learning Center, April, 1970, will continue to be the major objectives for beginning MECLP children. Since the second and third year children have exhibited readiness for higher level skill development, additional objectives have been added to the program:

- To increase self-management skills of children
 - so that they can acquire information independently
- To extend the organizational and study skills that
 - are associated with independent projects
- To expand mathematical skills and capabilities
- To increase the use of abstract symbols in problem solving
- To increase the comprehension levels of children to
 - include higher levels of thinking and interpretation
- To increase decoding and encoding skills
- To expand vocabulary
- To increase language competency

- C. State in sequence the activities to be carried out in achieving these objectives.

In order to help students achieve the objectives, the staff will need to increase their competencies in reading language, mathematics, and science instruction, as well

as to understand the principals of child development and behavior modification. Consultants, noted for their expertise in these fields will:

1. Work closely with professionals and para-professionals in workshop settings during 1972 summer session and throughout the year.
2. Help the staff develop additional hierarchies and expand present hierarchies to include higher level objectives.

Since the project will be expanded to include more children and because of the need to extend the children's learnings, additional administrative staff and program personnel will need to be hired:

1. An Assistant Director will be needed to coordinate program curriculum revision, staff training and material ordering and preparation.
2. An additional speech therapist will be needed to continue to work with individuals and groups of children to detect and correct language deficiencies and develop an instructional program to increase language facility.
3. The music teacher will provide activities to strengthen the children's auditory perception.

The physical education teacher will work with staff and children to develop programs which emphasize perceptual motor skills.

Since many MECLP centers are located in old schools, some renovations are needed for the additional classrooms that will house the beginning MECLP children. These rooms will have to be modified for three and four-year olds specifically, bulletin boards lowered, shelves added, and pre-school toilet facilities.

BUDGET

APPENDIX A

DISSEMINATION

UNESCO-INSTITUT FÜR PADAGOGIK
UNESCO INSTITUTE FOR EDUCATION
INSTITUT DE L'UNESCO POUR L'EDUCATION

Professor S. Showell
Model Early Childhood
Learning Program
2001 North Hill
Baltimore City Public Schools
1300 Eumanns St.
Baltimore

2 HAMBURG 13

FEIDBRUNNENSTRASSE 70

TELEPHON: 457841
TELEGRAMM: EDINST

Ihr Zeichen
Your Ref.
V. Ref.

Ihre Nachricht vom
Your letter of
Votre lettre du

Unser Zeichen
Our Ref.
N. Ref.

Datum
Date
Date 17. July 1972

EXG 4.01

Dear Professor Showell,

I have read with great interest your work pertaining to the Model Early Childhood Learning Program in REPORT on Education Research, Vol. 4, No. 14, 5. July 1972. This Institute has recently initiated a programme pertaining to school curriculum in the perspective of lifelong education, for which your work on child development in the cognitive domain has great relevance. I should therefore be very grateful if you could send some sample materials from your programme and any other literature and information pertaining to it to our Institute.

Thanking you in advance,

Yours sincerely,



H.E. Dave, Ph.D.
Senior Programme Officer

END:gm



GREATER ANCHORAGE AREA BOROUGH

P. O. BOX 968 99510
327 EAGLE STREET 99501
ANCHORAGE, ALASKA

HEALTH DEPARTMENT

June 22, 1972

Betty Showell
Model Early Childhood Learning Program
ESDA Title III
Baltimore City Public Schools
1330 Laurens St.
Baltimore, Maryland 21217

Dear Mrs. Showell;

I would like to obtain further information on Some Other Data on Program.

I am very much interested in this program and would appreciate your prompt assistance with helping me obtain this material.

Thank you very much.

Sincerely,

Carolyn Ray
Secretary



STATE OF HAWAII

DEPARTMENT OF EDUCATION

P.O. BOX 2360

HONOLULU, HAWAII 96804

OFFICE OF INSTRUCTIONAL SERVICES

GENERAL EDUCATION
BRANCH

July 25, 1972

Miss Betty Showell
3 East 25th Street
Baltimore, Maryland 21218

Dear Miss Showell:

In the April 4, 1972 Education Daily is mentioned your work in Model Early Childhood Learning Program. Please send me whatever materials you have on this.

Thank you very much.

Sincerely,

A handwritten signature in cursive script, reading "Geravieve T. Okinaga".

Geravieve T. Okinaga (Mrs.)
Program Specialist
Early Childhood Education

THE FORD FOUNDATION
320 EAST 43RD STREET
NEW YORK NEW YORK 10017

DIVISION OF
EDUCATION AND RESEARCH
PUBLIC EDUCATION

July 14, 1972

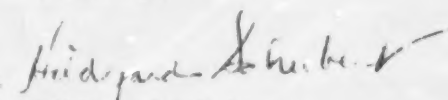
Ms. Betty Showell, Director
Model Early Childhood Learning Program
ESEA Title III
Baltimore City Public Schools
1330 Laurens Street
Baltimore, Maryland 21217

Dear Ms. Showell:

The brief description of the Model Early Childhood Learning Program which appeared in the June 27 "Education Daily" suggests it is well worth investigating further.

Would you be good enough to send a copy of your report and a description in fuller detail of your program.

Sincerely,


Hildegard Schubert
Public Education

OFFICE OF SOCIAL RESOURCES
HONOLULU MODEL CITIES
CITY AND COUNTY OF HONOLULU

2828 PAA STREET, ROOM 2050
HONOLULU, HAWAII 96819



FRANK P. FASI
MAYOR

RICHARD K. SHARPLE
MANAGING DIRECTOR

ROBERT P. DYE
~~XXXXXXXXXXXX~~ DIRECTOR

July 7, 1972

Betty Showall
Model Early Childhood Learning Program
ESEA Title III
Baltimore City Public Schools
1330 Laurens Street
Baltimore, Md. 21217

Dear Ms. Showall:

Please send me information on your program at the address
listed above -- Attention: Louise Bonner.

Sincerely,

ROBERT C. LOVELESS, Administrator
Development Division

SAINT LOUIS
UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

221 NORTH GRAND BOULEVARD
SAINT LOUIS 3, MISSOURI

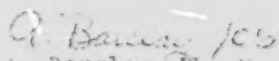
27 June 1972

Mrs. Betty Showell
Model Early Childhood Learning Program
Baltimore City Public Schools
1330 Lauren Street
Baltimore, Maryland 21217

Dear Mrs. Showell:

I would very much appreciate receiving copies of any information you might have regarding your program. I was impressed with a recent release regarding this program and its activities, and since we are involved in a similar kind of program here, I would very much appreciate any additional information you might have, including how the program was set up, its curriculum, and similar kinds of things that you might wish to share. I would also be interested in your comments on the evaluation of this program, with particular reference to the use of standardized tests with a particular population engaged in your project. I shall look forward to hearing from you.

Yours truly,


A. Barclay, Ph. D.,
Professor of Psychology

AB:cs

IDEA INC.

INSTITUTE FOR DEVELOPMENTAL EDUCATION
RESEARCH DIVISION, 3000 UNIVERSITY AVENUE, LOS ANGELES, CALIF. 90024

April 19, 1972

Betty Showell
3 East 25th Street
Baltimore, Maryland 21218

Dear Ms. Showell:

The I|D|E|A| Research Division, directed by Dean John I. Goodlad, UCLA, is allied with the League of Cooperating Schools to further research in educational change.

Members of our research staff would be interested in reviewing the Title III project entitled, Model Early Childhood Learning Program. Would you kindly send us a copy of that report?

Thank you.

Sincerely yours,

Lillian K. Drag
Lillian K. Drag
Specialist in Curriculum Materials
Research Division**

LKD:sw

THE PENNSYLVANIA STATE UNIVERSITY

COLLEGE OF EDUCATION
201 CHAMBERS BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Computer Assisted
Instruction Laboratory

Area Code 81
865-0471

May 3, 1972

Miss Debbie Showell
3 East 25th Street
Baltimore, Maryland 21218

Dear Miss Showell:

I recently read a brief description of your Title 3 project, Model Early Childhood Learning Program. The information I have indicates that your project is related to a curriculum development effort which is currently under way at Penn State. If you have information available about the project which you could send to us, we would be most interested in receiving it.

Thank you for your attention to this request, and best wishes for continued success in your project.

Sincerely yours,

Carol A. Cartwright
Carol A. Cartwright, Ph.D.
Assistant Professor of Education

CAC:db



BOARD OF EDUCATION

CAMDEN, NEW JERSEY 08101

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July 31, 1972

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Miss Betty Showell
M.E.C.L. Program
ESEA Title III
Baltimore City Public Schools
1330 Laurens Street
Baltimore, Maryland 21217

Dear Miss Showell,

I recently read of your program on the Report of Education Research.

It appears as though you have a remarkable program of which I would like to know more about.

If you have additional information available on the program please send to me.

Your efforts will be appreciated.

Sincerely,

Roy Dawson
Coordinator of Management Services
for Title I

RD:rs



CANAL ZONE GOVERNMENT
CANAL ZONE

Balboa Heights, C. Z.
June 29, 1972

IN REPLY REFER TO:
•CASC

AIR MAIL

Miss Betty Showell
Model Early Childhood Learning Program
ESEA Title III Baltimore City Public Schools
1330 Laurens Street
Baltimore, Maryland 21217

Dear Miss Showell:

Please send by return air mail, more information on Model Early Childhood Learning Program. Are there any centers which accept visitors to observe the program in action?

Very truly yours,

A handwritten signature in cursive script, reading "Shirley S. Makibbin".

Shirley S. Makibbin (Mrs.)
Supervisor of Instruction
U.S. Elementary Schools

Alachua Public Schools
25 S.E. 2nd Place
Gainesville, Florida
July 12, 1972

Dr. Betty Howell
Model Early Childhood Learning Program
ESDA III
Baltimore City Public Scho ls
1300 Laurens Street
Baltimore, Maryland

Dear Dr. Howell,

I am writing you concerning your model early childhood learning program.

We are presently beginning the implementation of a Title III exemplary day care program in cooperation with HUD. This will be a project with a planning phase for next year. I am anxious to visit model day care centers and early learning programs like the one in Baltimore.

I plan to be in that area the third week in August. If your program is in operation during the summer I would like to know if it would be possible for me to visit in the center.

Thanking you in advance for your help.

Sincerely,

Mary Virginia Fearnside

Mary Virginia Fearnside
Title III
Planning Coordinator

SPOKANE COUNTY 4-C COUNCIL
West 315 Sprague Ave.

April 27, 1972

Betty Showell
3 East 25th Street
Baltimore, Maryland 21218

Dear Ms. Showell:

In the April 4, 1972 edition of "Education Daily" your TITLE III Project was listed as being successful and applicable to other areas.

Please send us a copy of the following report, which may provide guidance in developing a similar program in the Spokane area.

Model Early Childhood Learning Program

Thank you very much.

SPOKANE COUNTY 4-C COUNCIL
WEST 315 SPRAGUE AVE.
SPOKANE, WASHINGTON 99204

Mrs. Rose Frutchey
Mrs. Rose Frutchey
Coordinator
SPOKANE COUNTY 4-C COUNCIL

RF:er



THE CENTRAL KANSAS COOPERATIVE IN EDUCATION

SCANLAN AVE. AND JUMPER RD.

SALINA AIRPORT CENTER

SALINA, KANSAS 67401

913 827-0301

LLOYD LOCKWOOD, DIRECTOR

June 20, 1972

Ms. Betty Showell, Project Director
Model Early Childhood Learning Program
3 East 25th St.
Baltimore, Maryland 21218

Dear Ms. Showell:

Mrs. Patricia Sweeney, our coordinator of programs for mentally retarded is planning to be in the Baltimore area during the last two weeks of July. She has read several articles about your project and I have discussed the demonstration which I saw in Washington at the National Advisory Council Meeting. We are making preliminary plans for a pre-school program and I would like to have her see your program and talk to some of your staff. I feel that you have much to offer us in terms of your approach to working with parents and children.

Please let me know if your program is in operation in July and she would be welcome to visit.

Keep up the good work. It is always a pleasure to see people working with children who really like them.

Sincerely,

Lloyd Lockwood, Director
The Central Kansas Cooperative
In Education

LL:dr

TEACHERS COLLEGE COLUMBIA UNIVERSITY
525 West 120th St., Box 9
NEW YORK, NEW YORK 10027

April 24, 1972

Ms Betty Showell
3 East 25th Street
Baltimore, Maryland

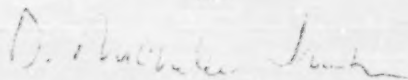
Dear Ms Showell,

Please send to the undersigned at the above address, information regarding:

Model Early Childhood Learning Program -- providing experiences as a background to first grade concepts and skills to end "hopeless attitudes" and skill deficiencies in educationally and economically disadvantaged preschoolers.

Thank you.

Sincerely,



D. Michelle Irwin
Assistant Professor of Education

DMI:gc
The Program in Early Childhood Education

RUTGERS UNIVERSITY *The State University of New Jersey*

GRADUATE SCHOOL OF EDUCATION

10 Seminary Place

New Brunswick, New Jersey 08903

July 5, 1972

Miss Betty Showell
Model Early Childhood
Learning Program
ESEA, Title III
Baltimore City Public Schools
1330 Laurens Street
Baltimore, Maryland 21217

Dear Miss Showell:

Education Daily carried an interesting summary of your very successful Early Childhood Program, June 27, 1972. If possible, it would be appreciated if information pertinent to the Program could be made available to me. I would be interested in the development of the proposal, the problems encountered, and how they were resolved, in building your relationship with the community, the extent of the community involvement and the budget structure.

The "prescription" approach to individualized instruction and the strong possibilities for replicating the program are of special interest to me.

May I look forward to an early response?

Sincerely,

Mariagnes Lattimer

Mariagnes Lattimer
Assistant Dean

AREA CODE 800
PHONE: 285-3007

**SOUTH CAROLINA REGION V
EDUCATIONAL SERVICES CENTER
LANCASTER, SOUTH CAROLINA 29720**

P. O. BOX 1049
101 E. ARCH ST.

April 18, 1972

Betty Showell,
3 East 25th Street
Baltimore, Maryland 21218

Dear Ms. Showell:

You may be interested to know that S. C. Region V Educational Services Center, Lancaster, South Carolina, in cooperation with local school districts and Winthrop College is initiating an early intervention project with 4 year-olds called, "A Multi-County Program for Sensory Deficit Pre-School Children."

We would like to benefit from your previous experience and consequent expertise with young children.

Please send us one copy of the following:

Model Early Childhood Learning Program

Thank you.

Sincerely,

Stephen L. Nichols
Stephen L. Nichols
Regional Coordinator

SLN/dc
Enclosure

Please attach this letter to your return.

ATLANTIC CITY PUBLIC SCHOOLS
Atlantic City, New Jersey

April 28, 1972

Dear Miss Showell:

As reported in the April 12, 1972 issue of Report on Education of the Disadvantaged, the President's Advisory Council on Supplementary Centers cited your Title III project as one which has achieved "measurable gains in student performance" and is capable of duplication in other sites.

Our office is constantly on the alert for programs that might be implemented in our school district. Therefore, would you kindly send a copy of your program description, which might include objectives, activities, and evaluation design.

Thank you.

Sincerely,

Daniel G. Loggi

Daniel G. Loggi
Asst. Director, Federal Projects

Devoted to the intellectual and emotional growth of the very young children of Roxbury

244 Townsend Street, Roxbury, Massachusetts 02121 • 427-1715

April 11, 1972

Betty Showell
3 East 25th Street
Baltimore, Maryland 21213

Dear Ms. Showell:

In the Report on Preschool Education concerning the Title III projects, I read that your project was one of the ones cited at the council conference.

At the present time I am directing a project for inner city emotionally disturbed preschool children who happen to be Black. My staff is working to develop a curriculum that maximizes their experiences and strengths and will help them make use of their potential when they enter public school.

We would be interested in receiving any material that concerns preschool children, parents, staff development, or special curriculum for Black children.

Congratulations on the success of your project and thank you for your time and interest.

Sincerely yours,

Barbara H. Miller

(Miss) Barbara H. Miller
Project Director

BHM:es

NORTH SYRACUSE CENTRAL SCHOOLS

PHILIP A. PALASAK
DIRECTOR OF SPECIAL PROGRAMS AND RESEARCH

200 LAWRENCE ROAD EAST
NORTH SYRACUSE, N. Y. 13212
PHONE : 315-454-9237

April 24, 1972

Miss Betty Showell
3 East 25th Street
Baltimore, Maryland 21218

Dear Miss Showell:

I would greatly appreciate information in regard to your program "Model Early Childhood Learning Program". The school district is in the process of planning a similar program.

Your program has received recognition as an outstanding project and we would be grateful to use it as a reference to improve our project.

Should you consider sending materials we would gladly assume any costs involved.

Sincerely yours,

Philip Palasak
Director of Special Programs
and Research

PAP:im

SAN JUAN COUNTY
Economic Opportunity Council

P. O. BOX 1822
FARMINGTON, NEW MEXICO 87401



(505) 325-8825

June 28, 1972

Ms. Betty Showell
Model Early Childhood Learning Program
ESEA Title III
Baltimore City Public Schools
1330 Laurens St.
Baltimore, MD 21217

Dear Ms. Showell:

I am interested in receiving information on your "Early Childhood Learning Program." Our local day care center is undergoing an evaluation of curriculum for 3 to 5 year olds, and any information on your program would be greatly appreciated. I am personally interested in your budgeting procedures and cost per child.

Thank you,

Peter Phillips
Director of Education

PP/lmj



CINCINNATI PUBLIC SCHOOLS

Education Center

230 East Ninth Street

Cincinnati, Ohio 45202

May 3, 1972

Ms. Betty Showell
3 East 25th Street
Baltimore, Maryland 21218

Dear Ms. Showell:

In the April 12 edition of the Report on the Education of the Disadvantaged, there was mentioned 11 Title III projects from 10 states which have achieved measureable gains in student performance and are capable of duplication at other sites.

Your Title III project titled, "Model Early Childhood Learning Program," was included among the 11 projects. I am requesting information relative to this project. In this way we hope we may be able to give some consideration to its implementation in the Cincinnati Public Schools. Any cooperation and assistance in providing information relative to your project is sincerely appreciated.

Respectfully yours,

Moss White, Director
Educational Opportunity Services

MW/e